

Year <u>2005-2006</u>	Paper <u>MR 946</u>	Grade Level <u>9</u>	Score <u>4</u>
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Ideas	<p>Ideas are well developed.</p> <p>Details are relevant and specific.</p> <p>“...centers of my hands glistened with sweat...”</p>
Organization	<p>Every paragraph has a topic sentence with support and transitions that move reader through text.</p> <p>“...then suddenly the day finally came...”</p>
Voice and Word Choice	<p>Strong personal voice – personal examples used to support ideas.</p> <p>Confident word choice: “exhaled,” “utterly,” “terrified,” “abhor,” “aforementioned.”</p> <p>Precise word choice and placement.</p>
Sentence Fluency	<p>Consistently strong and varied sentence structure.</p> <p>(See first and third paragraph.)</p>
Conventions	<p>Minor errors in conventions do not interfere with readability and understanding.</p> <p>Fragments enhance voice.</p>
Comments	

Year <u>2005-2006</u>	Paper <u>MR 927</u>	Grade Level <u>9</u>	Score <u>3</u>
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Ideas	Ideas are developed with supporting details: worked with his mom and two brothers cleaning up the neighborhood after a big wind; cleaned desk in middle school with friends. Concrete details support prompt.
Organization	Engaging introduction, discusses both positive/negative effects of group work in the body of the paper. Effective conclusion.
Voice and Word Choice	Voice and vocabulary are appropriate for ninth grade student, but not advanced.
Sentence Fluency	Varied sentence lengths and beginnings, some complex sentences, and flows well from paragraph to paragraph.
Conventions	Very few surface errors.
Comments	Nice paper. It is clearly written, concise, and proficient at grade level.

Year <u>2005-2006</u>	Paper <u>MR 959</u>	Grade Level <u>9</u>	Score <u>2</u>
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Ideas	<p>Simplistic; clear, but not detailed.</p> <p>Gives the problem but never delves into the prompt.</p> <p>Idea is given but not sufficiently developed for ninth grade proficiency.</p>
Organization	<p>Clearly organized; introduction and conclusion are present but undeveloped.</p> <p>Body is a narrative, but tied together with the prompt in the concluding sentence.</p> <p>List-like details.</p>
Voice and Word Choice	<p>Simplistic word choice.</p> <p>No engaging word choice or vocabulary.</p> <p>Limited, bland voice.</p> <p>No thought given to audience.</p>
Sentence Fluency	<p>Run-on sentences.</p> <p>No variety of sentence structure.</p>
Conventions	<p>Spelling errors: "funner," "begining," "immetially," "quartar," "explanation," "oralaly."</p> <p>Nonstandard grammar, usage, and sentence structure.</p> <p>Repetitive.</p>
Comments	<p>Clearly, this paper shows a developing writer, but does not demonstrate proficiency at a ninth grade level.</p>

Year <u>2005-2006</u>	Paper <u>MR 923</u>	Grade Level <u>9</u>	Score <u>1</u>
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Ideas	Writing begins on topic, but lacks development.
Organization	No introduction nor conclusion is evident.
Voice and Word Choice	Vocabulary is simplistic: "most likely." Vocabulary is not audience appropriate: "sucks."
Sentence Fluency	First paragraph is punctuated as a single sentence.
Conventions	Lack of punctuation and errors in spelling make understanding difficult.
Comments	Handwriting is legible.